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PENNSYLVANIA GOVERNOR'S CONFERENCE

September 13 - 15, 1990

GOVERNOR'S CONFERENCE
ON LIBRARY AND
INFORMATION SERVICES
Pennsylvania: America's Libraries Start Here

Commonwealth of Pennsylvania
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Ellen Casey, Chair
Governor's Conference on
Library and Information Services

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Sara Parker
State Librarian

Barbara Bruno, Chair
Steering Committee

Governor's Conference on Library and Information Services

August 1990

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GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES

August, 1990

Dear Conference Delegate:

The five White Papers included in this booklet were commissioned for the Conference as background information for all Delegates. These papers address the issues of democracy, literacy, productivity, citizen needs and library personnel, facilities and funding. Also included is information on Pennsylvania's libraries and statewide library service.

In this mailing we are also sending a summary of the issues that were identified at the fourteen Governor's Forums held in different areas of the state. We urge you to study these materials carefully so that you are prepared to identify any missing issues, decide which are the most important, then discuss and develop resolutions for addressing these at the Conference in September. If you have any questions please call the 800 number listed below.

Thank you for your continued interest in participating in the Conference. The results will help to set an agenda for library service in Pennsylvania and at the national level for the next decade.

Sincerely,

Barbara Bruno

Barbara Bruno, Chair
Steering Committee

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Pennsylvania: America's Libraries Start Here

Pennsylvania. Governor's Conference on Library and
White papers and background materials for the

Governor's Conference on Library and Information Services

Preliminary Program

September 13 - 15, 1990

Thursday

11:00 -	Registration and Hotel Check-In
1:30 - 2:00	Opening Session with Governor and Mrs. Casey
2:00 - 2:30	Speech by Lawrence Kaagan (Pres., Kaagan Research Assoc.)
2:30 - 2:45	Overview of Conference and Directions for Issue Groups by Sara Parker, State Librarian
2:45 - 3:15	Refreshments
3:15 - 4:45	Issue Sessions - First Round
5:30	Buses Depart to State Museum for Governor's Reception
6:00 - 7:30	Governor's Reception
7:30 -	Buses Return to Hotel
8:00 -	Dinner and Entertainment

Friday

6:45 - 8:15	Breakfast
8:30 - 10:00	Issue Sessions - Second Round
10:00 - 10:30	Coffee Break
10:30 - 12:00	Issue Sessions - Third Round
12:15 - 1:45	Luncheon and Summary/Directions for Resolution Formulation Session by Sara Parker
2:00 - 5:00	Resolution Formulation Session with Refreshments
5:00 - 6:00	Break
6:00 - 7:00	Reception at Hotel
7:00 - 8:00	Dinner
8:00 - 8:30	Speech by Dr. Catharine Stimson (Dean, Graduate School; Vice Provost for Graduate Education, Rutgers University)
8:30	White House Conference Delegate Nominations

Saturday

7:00 - 8:30	Breakfast/Voting for White House Conference Delegates
8:30 - 9:00	Break
9:00 - 11:00	General Session for Resolutions Adoption White House Conference Delegates Announced
11:00 - 12:00	Hotel Check-out Time Informal Session with Delegates
12:00	Luncheon Program Speech by Susan Stamberg (Special Correspondent for National Public Radio) Winner of Poster Contest Presented by Ellen Casey Resolutions Presented to Governor Casey Concluding Remarks by Governor Casey
2:30	Adjournment

STATEWIDE LIBRARY SERVICE

The Library Code is the basis for library service in the Commonwealth. Both the legislature and the governor help determine the climate within which library service is developed. The Library Code establishes statutory authority for the State Librarian and the statewide system of library services. It also establishes a twelve member Governor's Advisory Council of citizens and librarians. This council advises and makes recommendations to the Governor, the Secretary of Education, and the State Librarian. Section 22 of the Pennsylvania Code provides regulations and policies for libraries and library services.

Important in the improvement of libraries in the Commonwealth are:

Council of Pennsylvania Library Networks (CPLN)
Representatives for 22 networks work together to improve library cooperation and strengthen resource sharing.

Pennsylvania Library Association (PLA)
This association of 2,000 librarians provides opportunities for professional growth and leadership development and conducts activities.

Pennsylvania School Librarians Association (PSLA)
This association of 2,000 school librarians fosters reading, information, literacy, and strong school libraries in elementary, middle, and high schools.

Pennsylvania Association for Educational Communications and Technology (PAECT)
This association of 350 school library and media specialists promotes the use of information technology to increase learning.

Pennsylvania Citizens for Better Libraries (PCBL)
This association of 1,000 citizens and friends of libraries advocates political support for library services.

ACCESS PENNSYLVANIA expands library service to the residents of the Commonwealth. One part of this multi-faceted program is the statewide library card system which enables users to check out books from and return books to any participating library in the state.

ACCESS PENNSYLVANIA is also a data base showing the materials held in 248 school libraries, 144 public libraries, 19 academic libraries and 6 special libraries. Currently on a compact laser disk, this data base is produced by Brodart, a Pennsylvania company.

Interlibrary loan provides users with materials not held in a local library. Two methods of delivery are telefax and the Interlibrary Delivery Service, a membership corporation using United Parcel Service.

OCLC is the acronym for a national data base of books, serials, maps, and non-print items. OCLC enables one library to determine if another library owns a particular item and includes information for 250 Pennsylvania libraries. The Philadelphia Library Network (PALINET) in the eastern part of the state and the Pittsburgh Regional Library Center (PRLC) in the western part of the state are the regional network affiliates of OCLC in Pennsylvania and also play a broad role in the development of library services.

PENNSYLVANIA'S LIBRARIES

"Knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

- James Madison

"Knowledge, not renewed, quickly becomes ignorance."

- Peter Drucker

Pennsylvania has 6,550 libraries which can be divided into four categories: public, school, academic, and special.

The 700 public libraries hold 24 million volumes and serve the needs of their communities by providing such services as books for relaxation, children's story hours, business services, and outreach for the aged, blind, and physically handicapped. One-third of the public libraries are located in communities of less than 10,000 people. They range in size from small libraries with 6,000 volumes to the fifty branches and five million volumes in the Free Library of Philadelphia. Money to fund public libraries comes from local, state, and federal funds as well as private trusts and endowments. Public libraries are governed by boards of trustees who are leaders in their local communities.

The 501 school districts contain 3,000 school libraries in public schools. There are another 2,000 school libraries in private and parochial schools. The mission of the school library is to support teaching and the curriculum of the school. School librarians place a high priority on teaching analytical skills in using library resources so students can learn to evaluate the information on which they base decisions. School librarians report to the principal who is under the jurisdiction of the superintendent and the school board. These officials determine school library funding.

The 250 college and university libraries employ over 4,000 staff and have more than 35 million items in their collections. These libraries support the curricula and research roles of their parent institutions. The directors of many academic libraries have the rank of dean and librarians often have faculty status. The funding of college and university libraries is determined by the administration of the institution.

Special libraries serve specific clienteles and are governed by the parent organization or the association to which the members belong. Over 600 special libraries in Pennsylvania are funded by private or public bodies. The use of a special library is sometimes limited to specific clients. Medical, newspaper, law, art museum, and institutional libraries in prisons and state hospitals illustrate the diversity of special libraries.

Libraries of all types are members of networks or cooperatives with a wide range of activities such as reciprocal borrowing agreements and joint programs in collection development and preservation. Public libraries are organized into library districts and library systems. Intermediate units, particularly instructional media services, facilitate the work of school libraries. Academic libraries often cluster in regional associations. Special libraries may unite in strong cooperatives based on similarity. The Music Library Association of Pennsylvania is an example.

Libraries play a significant role in the history of the Commonwealth. Benjamin Franklin, who founded the first subscription library in Philadelphia, Andrew Carnegie, who provided the money for the construction of many public libraries, and the thousands of men and women dedicated to library service are the legacy of the Commonwealth. They believed a free people were an informed people and a free society needed strong libraries to overcome ignorance and renew knowledge.

A Short List of Acronyms and Abbreviations
Library and Information Services

ALA	American Library Association
ASIS	American Society for Information Science
CD-ROM	Compact Disc - Read Only Memory (also known as laser disc)
CPLN	Council of PA Library Networks
DLC	District Library Center
GAC/FAC	Advisory Council on Library Development (Governor's)
IDS	Interlibrary Delivery Service of PA
LIN-TEL	Linking Information Needs: Technology, Education, Libraries
LSCA	Library Services and Construction Act
NCLIS	National Commission on Libraries and Information Science
OCLC	Online Computer Library Center
PACU	PA Association of Colleges and Universities
PAECT	PA Association for Educational Communications and Technology
PALINET	Philadelphia Area Library Network (provides OCLC and other services in Eastern PA and adjoining states)
PCBL	PA Citizens for Better Libraries
PLA	PA Library Association
PREPnet	PA Research and Economic Partnership Network
PRLC	Pittsburgh Regional Library Center (provides OCLC and other services in Western PA and adjoining states)
PSEA	PA State Education Association
PSLA	PA School Librarians Association
SLA	Special Libraries Association
WHCLIST	White House Conference on Library and Information Services Taskforce

Building Library Resources for a Free Society

Virginia M. Crowe
Shippensburg University

(Prepared for the Pennsylvania Governor's Conference on Library and Information Services, 1990)

Through the centuries libraries have collected and organized the accumulated store of human knowledge. As the repository of the manuscripts, literature and scientific writings of the ages, libraries have been held in high regard and achieved a role of importance in all segments of society. American democracy is based on the belief that an educated society can govern itself. This belief reinforces the importance of libraries in a democratic society. Pennsylvania has some of the most prestigious libraries in the nation containing a wealth of resources; but, it also has many small libraries with meager collections. Librarians and citizens with a special interest in libraries must find ways to increase public awareness and understanding of the essential role that libraries play in our complex world. This paper will focus on several issues which confront library and community leaders as we move toward the 21st century.

Value of Libraries to Society

A technological society demands skilled people, people who are literate and who are trained to operate sophisticated systems. Economic development and national security depend on gaining and using information to compete with other nations and to assure continued growth. Libraries must be seen as central to that growth. Access to the information in libraries is one of the building blocks of a free society.

While most people would agree with the concept of libraries as essential to the community, they frequently take for granted that the services will be there if and when they are needed. This may not be the case if we do not focus attention on libraries and ensure that all citizens of the Commonwealth have equal access to information.

Pennsylvania has made significant progress towards providing library services to people in all parts of the state. The ACCESS PENNSYLVANIA Statewide Library Card System reaches all sixty-seven counties and the school library catalog now contains more than 4,000,000 records from school, public and academic libraries. The 1988-89 budget tripled the state support for literacy.[1] Even with these achievements there are still thousands of young people and adults who do not use libraries on a regular basis. We must seize every opportunity to advertise our successes and to inform people about library service.

Of the five most populous states in the nation, Pennsylvania ranked fourth in per capita expenditures for populations served. New York spent $26.16 per capita; Illinois, $20.20; California, $14.67; Pennsylvania, $9.14; and Texas, $8.83.[2] While this is only one comparison measure, it does indicate that Pennsylvania must seek more funding for libraries if the Commonwealth is to provide the resources necessary for ready access to information in a democratic society.

Library Buildings

Nationwide the construction or renovation of public libraries decreased slightly this past year while academic libraries increased by 42%. Total floor space added to public libraries was just under 2,700,000 square feet while academic library projects exceeded 2,800,000 square feet.[3] Although these figures may seem to indicate a healthy growth, many libraries are inadequate to meet the needs of their communities or institutions. Throughout Pennsylvania one finds library facilities that are aging and filled to capacity. Many of the older buildings were not designed to provide easy access for handicapped patrons or to accommodate new computerized systems. Functionality of many buildings is not optimal because programs and functions have changed drastically over the years.

With the advent of computers and electronic storage of information many envisioned an "electronic library," with a significant decline in the purchase of books and a decreased need for space. While computers have made sweeping changes in library services, the book has not lost favor. Computerization does not take the place of books; it only provides better access to the book collection. The current state of technology rarely allows patrons to satisfy their information needs via electronic access to full-text documents. The book is still the most usable, cost-efficient device for storing large quantities of information. Library buildings should be designed for both computers and books, allowing patrons easy access to all information formats.

Library Staff

The Library Journal's 38th annual report on placements and salaries showed a greater demand for librarians and an improvement in salaries. The average beginning salary in 1988 was $23,491, a 6% increase over 1987 and, for the sixth straight year, was greater than the rise in the cost of living. Placement statistics proved what placement officers have been saying, that the increasing demand for librarians is outstripping the supply. Demand is highest for librarians with undergraduate degrees in math, languages, computer science, art, music, and most especially, science.[4]

Strategies for salary equity involve public recognition of the value of services provided by librarians. Taxpayer support of bond issues and tax increases are partial solutions, but require a concentrated campaign at a time when all social services are demanding increases from the same taxpayer base. However, the effort must be made and other strategies must be devised.

Public librarians accounted for 43% of the lowest salaries, a fact which underscores an already recognized problem. Low salaries, combined with a shortage of children's librarians and young adult specialists, forecast serious recruitment problems for public libraries in the near future.[5]

Special librarians earn the highest salaries. The median salary in 1988 was $34,110, up 14.9% from 1987.[6]

School librarians' salaries are tied to the salary scale of teachers and, in Pennsylvania, are negotiated through the collective bargaining process. The major problem for school librarians is not the salary level, but the fact that school districts frequently hire only the state mandated minimum of one elementary librarian

per district and one librarian per school building at the secondary level, regardless of the enrollment.

According to the new school library media standards published in 1988, every school should have at least one full-time librarian. In addition, it is recommended that the minimum education required for entry to the profession be the master's degree.[7] This is a change from the previous guidelines which required only that the media professional have "appropriate academic preparation."[8]

While many educators and librarians want to work toward a requirement of one librarian for every 250 students, instead of one librarian per school, the new guidelines do not support this idea. With the current short supply of trained librarians it would seem unlikely that such a requirement would be feasible. Also, school districts are reluctant to add more staff because of rising costs.

Building Library Collections

Selecting materials for a library collection is a complex task requiring skill and a broad knowledge of books, the world of publishing and a bewildering array of nonprint and electronic formats. Every library, from the smallest rural library to the largest urban library, regardless of type (academic, school, public or special), has its own unique collection. This collection of materials is based on decisions made by librarians who are sensitive to the needs of users, and contain those items that are judged to be of good quality and appropriate to the community or organization.[9]

Library collections are dynamic in nature and change to accommodate more sophisticated demands for information.[10] A prime example is the change to computerized indexes (CD-ROM) which allow patrons to search for information in new ways. Nonprint materials such as videocassettes and recorded music on cassette tape or compact disc are increasingly popular items in libraries. While libraries still purchase some filmstrips and disc recordings, they have clearly lost out to the newer formats. Librarians must keep abreast of new media and maintain skills in their selection.

Cooperation among libraries is an established practice and, with the escalating costs of materials, has become a necessity.[11] Resource sharing among Pennsylvania libraries is facilitated by the State Library's financial support of the Interlibrary Delivery System (IDS). This system promotes reciprocal borrowing with very minimal costs to patrons. Libraries across the Commonwealth have formed consortia for the purpose of sharing resources. Interlibrary loan agreements between consortia have encouraged new groups of users, such as high schools, to utilize the service more fully. This opens access to materials formerly unavailable to patrons and is viewed as a great benefit to society; but, it is not without cost. Interlibrary loan departments in district libraries, large public libraries and academic libraries are being strained beyond their capacity. If we are to continue a practice which is of benefit to all users, we must make the taxpayers aware of both the benefits and the costs.

Preservation

Pennsylvania's libraries, whether large research collections or local historical archives, hold a wealth of materials essential to our store of knowledge, but these collections are in danger of being lost forever without a major preservation effort.

The problem is the acidic process used to make paper since the middle of the 19th century. Millions of books, newspapers, manuscripts and other documents printed since then have already been lost, or are so brittle that they can no longer be used. While the predominant reason for disintegration of printed materials is the acidic paper used since the industrial era began, the problem is aggravated by unfavorable storage conditions and inexpert care. Books from the recent past will not last more than fifty to eighty years.[12] "Preservation is a local, state and national issue," states John Berry, Editor-in-Chief of the Library Journal. Local public libraries face the same problem as the Library of Congress.[13]

Public awareness must be raised so that the community of users will help to find a solution. The film Slow Fires, sponsored by the Council on Library Resources and the National Endowment for the Humanities, presents the problem and possible solutions and is an effective vehicle for informing the public.[14] The costs of saving our collections are enormous; the loss of valuable materials is unthinkable.

Conclusions

Pennsylvanians can take great pride in their libraries. From the extensive collections and multiplicity of services at the State Library, and large research and public libraries, to small local libraries, the libraries of the Commonwealth provide the accumulated knowledge necessary to a democratic society.

Preserving and enhancing this heritage is a task which must occupy the citizens of the Commonwealth and, most especially, the delegates to the Governor's Conference on Library and Information Services. This paper has posed issues and problems which must be addressed. Through cooperative efforts a dedicated citizenry will find solutions.

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[1] American Library Association, The ALA Yearbook of Library and Information Services: A Review of Library Events 1988, Vol. 14 (Chicago: ALA, 1989), 298.

[2] American Library Directory 1989-90, 42d ed. (New York: R. R. Bowker, 1989), 69, 417, 1145, 1493, 1669.

[3] American Library Association, The ALA Yearbook, 80.

[4] Carol Learmont and Stephen Van Houten, "Placements and Salaries 1988: The Demand Increases," Library Journal, Vol. 114 (Oct. 15, 1989), 37, 40.

[5] Learmont and Van Houten, 43.

[6] "News," Library Journal, Vol. 114 (Feb. 1, 1989), 24.

[7] American Association of School Librarians and Association for Educational Communications and Technology, Information Power: Guidelines for School Library Media Programs (Chicago: ALA, 1988), 59.

[8] American Association of School Librarians, American Library Association and Association for Educational Communications and Technology, Media Programs: District and School (Chicago: ALA, 1975), 22.

[9] William A. Wortman, Collection Management: Background and Principles (Chicago: ALA, 1989), 73-74.

[10] Ibid, 6.

[11] Ibid, 135.

[12] Peter Schwendt, Mass Deacidification Procedures for Libraries and Archives: State of Development and Perspectives for Implementation in the Federal Republic of Germany, Report of the Commission on Preservation and Access (Washington, DC: The Commission, Sept., 1989), 2.

[13] John Berry, "Preservation, Priorities, and Politics," Library Journal, Vol. 112 (Dec., 1987), 6.

[14] Slow Fires: On the Preservation of the Human Record. Sponsored by Council on Library Resources, Library of Congress, National Endowment for the Humanities. (American Film Foundation, 1987), videocassette, 60 min.

Creating a Literate Society Using Library Resources

Kathryn Stephanoff
Allentown Public Library

(Prepared for the Pennsylvania Governor's Conference on Library and Information Services, 1990)

There are three powerful reasons for each of us to want to be literate and to want our neighbors to be literate, too. The first, obviously, is to be able to communicate with one another. The second, less obvious, is to be able to commune with oneself, and the third is that in doing both, we are able to create and maintain an effective community. Communication may take the form of reading, writing or speaking, but to be fully in touch with those around us, those who've preceded us, and to leave our mark for those who'll follow us, we must develop all three skills. Our society is not doing this well; indeed, we're doing poorly, and this failure accounts for many of our social and economic problems. Libraries have the potential to contribute significantly to a working solution of the problems in all three areas--communication, self-realization, and community building. It will take the determination of all who care, a spirit of commitment on the part of those who use libraries, those who work in libraries, and those who work on behalf of libraries.

Right now Pennsylvania libraries have enough books so that every Pennsylvanian could have ten or more at once to read; enough magazines so that every Pennsylvanian could read one or more a day, each day of the year, and not get through them all; enough audio-visual materials, newspapers, and pamphlets so that the entire population could read, watch, and listen round the clock and not exhaust the collections. There are difficulties, of course. Most people want a specific book, video or magazine at a specific time; often, thousands of people want the same item at the same time. A person in Erie wants an item that's in Allentown; the person in Allentown wants an item that's in Scranton; the person in Scranton wants an item that's in State College; the teacher needs the item today; the doctor needs the item right now; the student needed the item last Monday.

Library materials are generally available for specific clientele and specific purposes, as in colleges and universities, for example, and are not readily available to the large general public. Two library programs, inter-library loan and ACCESS PA do help, at a cost that is higher than those associated with direct service, to meet both specialized and popular requests; but there are serious shortages of the right book at the right time for the broad range of library users. By and large, though, libraries are able to please large numbers of people by connecting them with one or more items from the common stores we call libraries. With minor inconvenience and occasional delays millions of commonly held library items are used and enjoyed millions of times by Pennsylvanians.

This sharing and use of materials builds essential learning skills, and may even contribute to the process of learning. This sharing and use also builds community, and certainly facilitates communication. But possibly the greatest impact is in the area of self-communion, self-development and self-realization. Use of libraries, whether to read, to listen, to watch, or simply to meet and be with people, provides splendid opportunities for an individual to gain confidence along with expertise, a sense of self-worth along with knowledge, self-completeness along with integration

into society as a whole, and a richness of life not experienced by the nonliterate person. The broad range of library materials presents to the seeker current information, diversity, tolerance, ethics, values, enrichment, a sense of the past and a vision for the future. All that is necessary for each Pennsylvanian to exploit and enjoy this treasure is the simple mastery of 26 letters and 10 numbers, used in sequence, and their endless combinations. It sounds simple, but something has gone wrong.

American school children are "dreadfully inadequate" in the two basic tools of learning--reading and writing--according to U.S. Secretary of Education Cavazos. Two nationwide studies indicate that more than one-half of our 17 year-olds cannot read at the adept level, fewer than 5% can read at an advanced level, and this dismal number is down from 7% in 1971. John Naisbitt in his Metatrends 2000 says that the U.S. does not presently have a work force competent to deal with information economy jobs, nor will it through the 1990's.

Of Pennsylvania's 12 million people, it is estimated that almost one-third are nonliterate. Using the numbers of students enrolled (1,157,089 in elementary, 851,310 in secondary, 564,208 in higher education) and the number of people holding public library cards (4,297,746), we can roughly compute that two-thirds of Pennsylvania's population can read; one-third cannot. We can, again very roughly, go further and assume that of those who can, as many as half, for whatever reason, do not. There is, of course, a difference between those who can't read and those who can but don't, but the negative impact on society as a whole is the same. The real challenge for us all is to make each group and each individual in that group want to read, not just at a survival level, but at an accomplished level that allows for full comprehension, the ability to absorb, evaluate, analyze, make good choices. Libraries are ideal agencies for doing just that.

Peter Drucker in The New Realities warns that "knowledge is becoming the true capital," that there will be more "stringent demands for social performance and social responsibility." While manual skills change slowly it is the nature of knowledge to change fast. Only the literate person can keep up with that change. But literacy at the survival level, almost always the admittedly necessary goal of literacy programs, does not of itself produce an educated person. A literacy program that leads to immersion in a library and a lifelong habit of reading can. An educated person, as opposed to a literate person, is equipped for whatever comes along--making a living, yes--but also living a full life, with options rather than dead ends.

Libraries do initiate and support literacy programs for the totally unskilled reader. The Free Library of Philadelphia serves as a splendid example. Their Reader Development Program helps those individuals or organizations who are teaching literacy skills to adults and young adults. Bibliographies, tutoring guides and a demonstration collection are available. Their Curriculum Guide is beautifully written and shines with a philosophy of education as distinct from literacy. "Learning," it says, "is a fundamental activity. One does not need a reason to do it; one does it because one is human."

Libraries support the efforts of literacy councils, provide space and resources for individual instruction and classes, and often keep available books for beginning adult readers. Opening Doors for Adult New Readers by Linda Bayley is a book that presents easy and complete instruction for any library starting a program to reach

new readers. Literacy council staff members are aware of library resources and consider libraries to be an important part of their statewide network.

But, by far, the greatest service libraries can and do provide is in that self-realization portion of the process. Librarians are the catalysts and library books, magazines, newspapers and videos are the fuel that propel the new reader from survival level to adept. Literacy is something that can be taught by a teacher; knowledge is something that has to be learned by the student, and learned purposefully. In this one regard, libraries have an advantage over the classroom. Teachers have to concentrate on students' weaknesses; librarians can concentrate on their strengths. Library resources, then, can appeal to the interests, the fancies, the concerns, the desires, as well as the needs of the individual. The individual's self-propelling enthusiasm, ideally, will move him or her from the grim area of literacy survival skills to the wonderfully self-fulfilling world of the adept reader--the educated citizen.

Libraries already contribute to the maintenance of a literate society; but to meet the present challenge of declining literacy, they will have to maintain effective communication with those agencies that teach literacy skills, offering support in resources. They will have to reach children early with read-aloud programs, going where the children are, to do it. They will have to be vigorous in promoting their wares to prospective consumers. They will have to stay current with collections that sparkle and staff that invites. Libraries will have to spread the work that in the knowledge society of today, and the information economy of today and tomorrow, there is no such thing as finished education. There is always something of value to be learned, and the library is the place of choice in which to do it. The library has to be part of the educated person's lifelong learning.

Libraries themselves have demonstrated the value inherent in literacy--flexibility, for example--and options and the abililty to create networks based on the common good and a community of interest. That person in Erie and that book in Allentown can be brought together in a number of ways. It is not a service for the casual interest; but special needs are well met through use and support of a common network--a tribute to a literate society. The daily demands from primary clientele, however, are difficult to keep up with in Pennsylvania's under-funded library climate.

Libraries with differing clienteles can recognize those objectives that are shared, and can support one another in promoting public understanding of roles, joining networks to improve service, seeking public support of operation and increased use of library services.

Jim Trelease, in his new Read Aloud Handbook, advises that literacy is the business of all America. Libraries have an imperative to let America know how well we are armed, how high their resolve is, how competent they are to lead the charge to become a literate nation. Friends and users of libraries have an imperative to know the costs and benefits of such a service, to support the never-ending search for adequate funds, and to make opportunities to spread the benefits.

Increasing Productivity Through Information Technology

Toni Carbo Bearman
University of Pittsburgh

(Prepared for the Pennsylvania Governor's Conference on Library and Information Services, 1990)

Productivity implies bearing or yielding abundantly, whether the product is a good or service, a work of art, or the life of an individual. It is important to think of productivity, not only in terms of economic gains (such as producing more widgets more rapidly), but also in terms of quality, such as leading a more productive life. Information technology contributes to improving economic productivity, and it also contributes to enhancing the quality of life for people of all ages.

The 1984 White House Conference on Productivity warned that:

> All individuals and institutions are affected and bear some responsibility for neglecting the characteristics of a productive society that made America great and for failing to evaluate the impact of their actions on productivity. . . .
>
> Our transition to a predominantly service and information based economy requires new management practices that recognize the special needs of providing value-added services. . . .
>
> Training and education have not maintained the quality of the labor force and relevance necessary to meet the requirements of a rapidly changing economy. [1]

The challenges of increasing productivity through information technology are great, and meeting these challenges will require strong partnerships among libraries and information centers, educational institutions, public sector agencies, private industry, and individual citizens. Steps to increase productivity[2] include: 1) identifying the extent of use of information technology and the changing needs for applying information technology to library and information services; 2) determining how best to apply the technology and provide new services needed; 3) educating current and future library and information professionals and individual citizens to be information literate; and 4) improving communication and work skills.

Determining the Extent of the Use of Technology

Although we have made significant advances in developing and integrating information technologies, much needs to be done to integrate the technology into our environment. Before this integration can be achieved additional data will be needed to determine the extent of the use of technology in Pennsylvania libraries and information centers, and the extent of delivery of information directly to homes, offices and educational settings, and the impact of these developments on library and information services. We will also need to address questions of technical standards, technological compatibility, and how best to balance the needs of individual libraries with the benefits of resource sharing and networking to provide optimum service to

users. Questions of centralization and decentralization of services must also be answered.

The Changing Needs of Users and Potential Users

Throughout all discussions of integrating technologies we must keep in mind our goal of improving access to information for all citizens. The expectations of users are changing as many of them become more familiar with microcomputers and other technology and as they realize that sophisticated services are available in some libraries. To meet these higher expectations may require new and different services, including value-added services. These new services will require additional resources, raising the important question of who will pay for the services. Should libraries and information centers provide the services as part of their tax-supported or regularly supported services? Should fees be charged? Should libraries and information centers become information producers, perhaps selling databases and other services? Would these compete, fairly or unfairly, with similar services offered by the private sector, whether for-profit or not-for-profit? How can we assure equal opportunity of access to all? Will value-added services further widen the gap between the information haves and have nots? These important policy issues must be addressed as we work to harness information technology to increase productivity.

Application of Technology and Provision of Services

The best application of technology will require the full integration of information technology into the home or the workplace, linking the individual with information resources needed, whether internal to the organization or home, such as company sales figures or an educational database on a home computer, or external, such as social services in the community. The effective management of information resources, whether within a large corporation or government agency, or within a small community, can improve productivity significantly. Within a community there are many information resources, including libraries and information centers, public records, historical photographs and manuscripts, newspaper files, architectural drawings, museum collections, neighborhood service organizations, church and synagogue records, and a wealth of other resources. The technology can help organize, manage, and retrieve the information assets; it can also help avoid duplication, and improve the storage and dissemination of information. The technology can also help to overcome barriers to access by having computers "read" printed material aloud for the visually impaired or adding captions for the hearing impaired. In addition, optical disks can be made of artifacts to provide a "tour" of a museum collection, or an educational program for distribution to schools or to homebound people, thus broadening the audience and making these resources much more widely available. Reducing these barriers can greatly improve the productive lives of many disabled people.

Information Literacy

Information technology alone will not improve productivity; critical skills of finding and using information effectively will also be needed to apply the technologies to solving problems and to improving the quality of life. For example, several studies have demonstrated that managers and other professionals spend a large portion of their time communicating information, and as much as one-fourth of their time seeking information. The underclass in America spends significant time seeking

information about employment, low-cost housing, social services, child care, and other fundamental concerns for coping with life. If technology can be applied and skills taught to help people find and use the information they need quickly, enormous sums of dollars and hours of wasted effort could be saved and applied to other needs. This improved ability to find and use information effectively, often referred to as information literacy, is one key method for improving productivity.

Improving Communication and Work Skills

Technology can also improve both communication and work skills. Information technology can enhance how people communicate and how they work. For example, teleconferencing and electronic mail allow speedy transmission of information, replacing the need to travel or to play "telephone tag." The technology does not, and should not, replace direct face-to-face communication; but it can speed it up and augment it. The technology can also enable people to "work smarter," in the words of F. W. Horton[3], by providing readily needed information in many formats with the ability to manipulate it. The combination of technology and improved communication and work skills can improve productivity.

Effective management of information resources can save time from less productive tasks and allow that time to be used for other work and for leisure. Managing these valuable, and often unique, assets requires a set of skills and the knowledge to use these skills appropriately. Programs will be needed in colleges and universities to teach information resources management.

The appropriate application of technology, coupled with the ability to find and use information effectively, can improve productivity. We must remember that the technology, however exciting and attractive, is a means to an end, but not an end in itself. The goal is to provide access to information services needed by people, whether to improve productivity in the workplace or to enhance their lives. As we create our vision to build resources to foster literacy, democracy, productivity, and improve services for information users, we must build into this vision a productive society for all individuals.

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Pennsylvania Citizens: Their Needs and Expectations

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(Prepared for the Pennsylvania Governor's Conference on Library and Information Services, 1990)

The Commonwealth is a place of exciting contrasts and changes. Its people are its strength. Its cities, towns, and townships, its framework. Its beauty is its hope. The purpose of this paper is to identify the key trends and issues that face Pennsylvanians as they utilize the state's informational resources. To provide a framework for interpreting these matters one must consider some of the demographic factors influencing change. A short list follows.

1. The Keystone State's population is the fourth oldest in the United States and is getting older. At the present time the median age (half are older, half are younger) of Pennsylvania citizens is 34.4 years. Further, it is estimated that the elderly will have the largest percentage of population increase in the next decade.

This first factor impacts information access in at least the following ways. Far from being "shrinking violets," senior Americans will expect that libraries aggressively provide resources pertaining to health care, leisure time activities, and legal rights and privileges. At the same time these services will be demanded in a cost-effective and timely manner. Physical access will become an increasingly important issue with expectations that information be delivered to the client when personal retrieval is not possible. All institutions will have to facilitate information delivery beyond their own walls.

2. Pennsylvania leads the country in the number of residents living in rural communities. These three million plus citizens represent the "other" Pennsylania, in contrast to those living in metropolitan areas.

The dimensions of information access and utilization are quite different in the countryside. The typical small public library (the majority type) in rural Pennsylvania has a total annual budget of about $16,000, with a collection of about 25,000 books. Additionally, only 25% of the full-time staff employed in all public libraries have completed a Master of Library Science degree (the primary academic certification). While Pennsylvania's college, university, and metropolitan based public libraries provide support for rural citizens, the gap between the information rich and information poor is increasing. Economic revitalization, desperately needed in rural areas, cannot be accomplished without a quality structure of library support. In the next decade more attention must be directed at enhancing information access in rural Pennsylvania as a means of stimulating both job and life satisfaction. To these latter ends school libraries will need to be increasingly involved.

3. Educational achievement in Pennsylvania is increasing; but there continues to be differences between rural and urban areas. While 75%

of Pennsylvania's 25 and older citizens are high school graduates, only 22% of metropolitan men, for example, have graduated from college, in comparison with 13% in nonmetropolitan areas.

To stimulate further educational enhancement all types of libraries must assist in providing information that supports Pennsylvania's educational development. This must be accomplished at the general awareness level and, at the same time, library resources must be organized to meet curricular needs. School, college, and university libraries will be particularly challenged to keep pace with educational demands. The library must also provide the information necessary to enable clients to make career choices and to identify Pennsylvania institutions providing this educational training. For citizens who wish to pursue education independently, those responsible for libraries must recognize this growing trend and seek to support it.

4. Women are playing an increasingly significant role in maintaining the labor force in Pennsylvania, both statistically and by type of job. Presently, women hold about 50% of all of the jobs in the state with increasing numbers of women entering the service and professional/managerial occupations. It is not an incidental fact of life today that the average American is characterized as a 32 year-old female.

Pennsylvania's libraries must recognize and support the increasing role played by women, whether it is in support of the "mommy tracker," or the single individual. Information intended for vocational/professional decision making and for daily survival must be targeted to this group. Further, in a recent study of public library use within rural communities, women constituted 80% of the clients. In this latter context, however, the question becomes one of whether or not male dominated political authorities will respond favorably to this gender superiority. For the 90's women represent the greatest lobbying potential for libraries and information services in Pennsylvania.

5. There is a continuing decline in the number of Pennsylvania households with children, reflecting the demise of the baby boom. Further, among school-age children, about two-thirds of these live in "typical" family situations with both parents working, or with a single parent who is employed.

While this trend reflects on all types of libraries in relation to their relative roles, it is of singular significance to public libraries which frequently focus services on children. The adult user will be the major target of tomorrow's library.

6. The per capita income of a typical Pennsylvania citizen is approximately $10,000.

In America the rich are getting richer and the poor poorer. As a commodity of power those enabled to financially afford specialized information packaging will have little difficulty adjusting to that challenge. The poor, however, cannot pay for the information they

desperately need. To protect our democratic form of government and to preserve the democratizing power of information access, Pennsylvania libraries cannot escape the role as impartial distributors of free service.

In addition to the above cited general demographic trends affecting information use, Pennsylvanians are no less challenged by other factors. These are identified below.

1. People want to save time. Automatic teller machines, pizza delivered in 30 minutes, microwaveable food, and a ten minute oil change are examples of the ways in which consumers want services. The use of VCRs in 75% of American homes is another illustration of people wanting to control their own time, rather than being controlled by it.

Planning for future information services that exclude time saving concerns of the clients will have limited success. The "single point of contact" approach, enabling the client to retrieve relevant information from one visit to any library, is a distinct goal for the immediate future.

2. Information needs are becoming increasingly specialized. A new magazine is published every day in the United States. Examples include Hispanic Business Review and Country Woman. Each year 50% of all Americans buy at least one book. Added to all of the printed information are videos, compact discs, computer data, and images from television.

Libraries are rapidly being changed from agencies of mass communications into specialized information providers. This is being felt in all types of libraries. At the same time, however, Pennsylvanians continue to expect their libraries to be bookish. A recent study of use among Pennsylvania's rural public libraries indicated that 50% of the 1500 clients studied came to the library to obtain bestsellers. The implications of this are not that the public library should become a "single string" instrument; but rather, there is a distinct advantage associated with the role as a provider of books. Interestingly, this comes at a time when an increasing number of Americans say that leisure, not work, is the primary objective of their lives.

It is also to be questioned whether or not it is possible for the typical library to be a major resource for computerized information unless there is a major adjustment in technology and considerable new economic support. A more strategic approach would be to insure the distinct cooperation among all information providers in the Commonwealth by arriving at a consensus on exciting but manageable objectives.

3. Library clients expect more services. In all types of library situations more information and information related services are being demanded. As a consequence of demands the inability of an individual library to respond is increasing. Libraries in small and rural communities are losing ground at a faster rate than libraries in metropolitan areas.

4. Information providers are faced with multiple publics. Library clients in Pennsylvania represent many types. The public library's role is to relate to the requests of children, senior Americans, and the local business person. School libraries respond to the educational needs of students and staff. College and university libraries provide for advanced research needs, while supporting classroom teaching. These challenges will intensify, making it difficult for individual libraries to serve constituents beyond their own target audiences.

A requirement for creating change is to provide incentives for encouraging greater cooperation among libraries and other information providers in which all players gain.

Recommendation

To promote an enhanced quality of life for Pennsylvania citizens it is recommended that a statewide study be initiated, resulting in a five-year plan of increased information access and cooperation. It is critical that this undertaking employ new and imaginative means to support information services into the 90's. Traditional models are no longer sufficient.

Pennsylvania's Libraries: The Promises and Problems

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(Prepared for the Pennsylvania Governor's Conference on Library and Information Services, 1990)

INTRODUCTION

"In a free Society it is crucial that the average citizen have the information he or she needs to make informed decisions. Lack of information is a disadvantage in education, employment and personal welfare." Madeline M. Kunin, Vermont Governor.

In the global village of this post-industrial, information age, where individuals and organizations are striving to develop competitive advantages, library and information services in the Commonwealth of Pennsylvania promise to pay dividends in literacy, democracy, and productivity. Pennsylvania has a long tradition of excellence in library collections and service, but to fulfill their promises the problems of Pennsylvania libraries must be addressed.

MISSIONS, ROLES, AND STRUCTURES

Missions. The various types of libraries (public, academic, school, and special) have similar functions but fundamentally different missions: each is organized to serve a specific community of users from pre-school to post-graduate. A community college library is no substitute for a public library. The promise: through strategic planning for information services most libraries have clearly identified target audiences and carefully selected services and collections. The problem: rapid growth of information and rising expectations of users exceed available resources.

Roles. For purposes of this paper the clientele for whom the library is organized, be they students, faculty, research chemists, or the public-at-large, are referred to as citizens and the organization (township, school, corporation) is called a community.

Citizens look to libraries to solve a wide variety of problems: a good book to read; story hours for children; access to overseas markets for manufacturing; a quiet place to study. The role of each library is defined by the needs of the community it serves.

A key issue for library boards and staff is what community problems to solve: this presents a multitude of questions on resource allocation and leadership since many citizens do not know what they want or need from libraries. It is the responsibility of the library leadership, paid and volunteer, to use techniques such as strategic planning and marketing to determine how their library can play a significant role in meeting the evolving needs of the community.

Libraries exist to extend the capabilities of individual citizens, government, business, and educational organizations. Libraries can provide the leadership, technical support, and training to empower citizens to access and use information. Ultimately

libraries can serve every individual in the community by empowering citizens to be more than personal resources allow. The promise: a future in which individuals will have the information they need to make informed decisions and to enjoy advantages in education, employment, and their personal lives. The problem: libraries frequently lack resources to play a leadership role in the community.

Structures. Libraries typically are embedded in organizations such as government, business, or educational communities, each having its own organization structure for administration of library and information services. The promise: many organizations recognize the strategic advantage of information services and provide adequate resources to meet everyday needs. The problem: the diversity of administrative structures makes it difficult for the Commonwealth to address library development issues which affect all citizens, such as access to the research collections in college and university libraries.

The foundation for excellence in library and information services across the Commonwealth is strong local libraries. Many municipalities lack an adequate tax base to provide essential public services causing library service in Pennsylvania to be excellent in some communities and non-existent in others. The promise: in recent years some local government officials have recognized the value of county-based library systems and appropriated additional local resources. The problem: to provide a basis for state-wide library development, service should be mandated at the county level.

FUNDING AND ACCOUNTABILITY

The Commonwealth has a vested interest in the quality of life and the competitive advantages of an educated citizenry which has access to services and information. As with public education, it is reasonable to expect the State to provide some financial resources; however, it is essential that State funding provide incentives for increased local funding and accountability. The promise: in recent years excellent tools have been developed to plan and evaluate the quality, or effectiveness, of library services. The very process of implementing qualitative measures improves the delivery of library services and builds the foundation for community support of libraries' resource requirements. The problem: some standards establish minimal resource levels for books and staff which actually discourage development of library resources because community leaders perceive the standard as achieving sufficiency.

ACCESS AND DELIVERY

Pennsylvania's libraries are leaders in resource sharing and document delivery among libraries.

In the past decade, microcomputers and telecommunications have removed the barriers to information imposed by time and distance. The promise: geographic isolation and size of one's community library no longer need be a disadvantage. The problem: many of the existing access and delivery structures are overburdened and libraries are imposing financial and service barriers to limit the drain on local resources to supply information to those outside the community.

Technology makes possible the option of access to information rather than ownership. Interlibrary borrowing and the use of commercial information suppliers will meet

some of the information needs of Pennsylvania's citizens. The promise: new techniques of collection analysis provide the opportunity to identify and enhance strong local collections, thus building the total resources of the Commonwealth's libraries. The problem: information technologies such as microcomputers and telecommunications are costly, often threatening the financial resources formerly dedicated to local collection development.

CONCLUSION

Pennsylvania has a long tradition of excellence in library collections and service. This provides a strong foundation upon which to build for the future. At the dawn of the information age, the library should be serving as the gateway and gatekeeper to information from a multiplicity of sources and be linked through regional, state, and commercial networks. To fulfill these promises, the structures of the Commonwealth's libraries--the information highways and bridges--need updating. To achieve the competitive advantages of an informed citizenry, libraries require more adequate and assured funding; a better balance of state and local funding; standards and measures of accountability which foster library development and retain local control; and, incentives for both resource sharing and collection development.

NOTES

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